

Lesson Plan

Title: The Quest for Empire: Analyzing European Motives

Lesson Authors: History Alive

Key Words: Imperialism, Industrial Revolution, Racism,

Grade Level: 10th Grade Honors World History II

Time Allotted: 90 Minutes (2 days)

- 1) Pair
- 2) Motives
- 3) Placards
- 4) Present.
- 5)

Purpose/Rationale:

In order for students to properly understand Imperialism they must comprehend the motives behind the European moves to create colonial empires at the end of the 19th century. In this History Alive activity, students are introduced to 5 different types of motives for empire building—political, economic, exploratory, religious, and ideological. The students examine 15 written and visual artifacts—such as a quote from explorer Henry Stanley and view of diamond-mining in South Africa—to analyze which motives for imperialism each artifact reveals. Pairs describe what they see in the placard, draw the symbol for each motive shown, and then write a brief explanation of why they chose the motive(s) they did.

Key Concepts:

Economic Motives—As the 19th century progressed, the Industrial Revolution fueled the growth of capitalism. Colonialism took on a more aggressive posture in an effort to open markets, thereby becoming Imperialism.

Political Motives—The quest for world hegemony fueled the political motives of Imperialism.

Religious Motives—Early colonialism consisted primarily of spreading religion. While some of this proselytizing was violent its intent was not to conquer and subjugate as was the case with later Imperialism.

Exploratory Motives—Early colonialism involved primarily exploration without the intent of conquering or subjugating.

Ideological Motives—With the close of the 19th century and the rise of Social Darwinism, Imperialism took on an increasingly ideological tone.

<u>NCSS Standards and Virginia Standards of Learning</u>

Day 1

Full Period

Day 2

10-15 minutes (Present)

~~Day 3~~

Africa Maps

NCSS Theme(s):

NCSS Theme I: Culture

SWBAT: Explain how early motives of Imperialism often involved the study of foreign cultures without the intent to colonize.

NCSS Theme IX: Global Connections and Interdependence

SWBAT: Discuss how early colonialism sought to discover other areas around the world.

NCSS Theme VI: Power Authority and Governance

SWBAT: Discuss the various motives of colonialism and how they were aimed at increasing and solidifying European hegemony in the world.

SOL:

SOL WHII. 8 d & e:

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- d) explaining the rise of industrial economies and their link to imperialism and nationalism;
- e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Essential Knowledge

Nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially-produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.

Forms of imperialism

- Colonies
- Protectorates
- Spheres of influence

Imperialism in Africa and Asia

- European domination
- European conflicts carried to the colonies
- Christian missionary efforts
- Spheres of influence in China
- Suez Canal
- East India Company's domination of Indian states
- American opening of Japan to trade

Responses of colonized peoples

- Armed conflicts (Events leading to the Boxer Rebellion in China)

- Rise of nationalism (first Indian nationalist party founded in the mid-1800s)

Essential Skills

- Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)
- Analyze trends in human migration and cultural interaction. (WHII.1e)

Essential Understandings

- Industrial nations in Europe needed natural resources and markets to expand their economies.
- These nations competed to control Africa and Asia to secure their economic and political success.
- Imperialism spread economic, political, and social philosophies of Europe throughout the world.
- Resistance to imperialism took many forms including armed conflict and intellectual movements.

Guiding Question(s):

What were the motives behind European Imperialism?

Assessment Tool(s):

Informal – Group work examining History Alive placards

Formal – Evaluation of Motives Matrix

Background

Students have just finished an introductory lesson that examined how the colonized felt about being colonized. Additionally, this lesson plan discussed the reasons why Imperialism changed over time from primarily religion and trade based to the more aggressive form exhibited in the 19th century. With this in mind, students are now exposed to specific motives of late 19th century Imperialism.

Lesson Objective(s)

Students will be able to:

1. Evaluate the motives for European Imperialism
2. Discuss how powerfully our perceptions of various places around the world have been influenced by Imperialism

Historical Source(s):

Placards and Slides in History Alive Material (Material A)

Additional Materials/Resources:

JUST DO IT (Material B)

Slide Projector for History Alive Slides

Procedure/Process

Objectives: 2

Activity: Just Do It

Time Allotment: 5 Minutes

Directions:

1. As students enter the classroom, the 'Just Do It' will be located on the overhead and projected on the screen (See Materials Section, Material A).
2. Students will be asked to contemplate the following question and jot down their ideas: "What thoughts come to mind when you think of Africa? How do you think these thoughts are influenced by the Age of Imperialism."
3. The Teacher tells students to hang on to their ideas and that the class will return to them later.

Assessment:

Informal – Discussion of the Just Do It Assignment

Objective # 1

Activity: History Alive Activity (See Material Section B)

Time Allotment: 35 Minutes

Directions:

1. The Teacher has students get into paired groups for the History Alive lesson.
2. The Teacher reads the History Alive Instructions (Material B)
3. Groups work through as many of the placards as they can during day #1.,
4. During day #2 students continue working through placards.
5. After students have worked through all the placards, the Teacher instructs each group to prepare to give a brief presentation of the placard they have been left with as per History Alive instructions.

Assessment:

Informal – Group work examining History Alive placards

Formal – Evaluation of Motives Matrix
Transition: “Alright we now have a good idea of the various motives for Imperialism, let’s go back to our Just Do It.”

Closure (5 minutes)

1. The Teacher asks the students to share what they wrote for the Just Do It.
2. The Teacher asks if students see how many of our opinions about nations are formed by how they were portrayed by the Imperialist powers.
3. The Teacher emphasizes how strong the shadow of Imperialism still is.

Materials

Material A:

JUST DO IT:

“What thoughts come to mind when you think of Africa?
How do you think these thoughts are influenced by the
Age of Imperialism.”

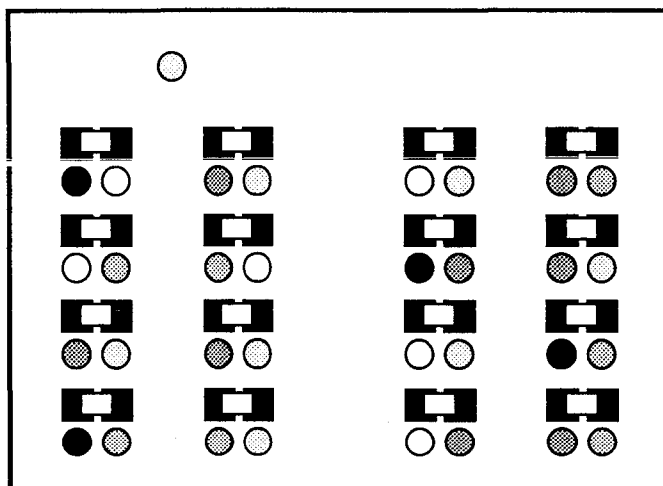


The Quest for Empire: Analyzing European Motives

Social Studies Skill Builder

Overview

This **Social Studies Skill Builder** allows students to understand the motives behind the European rush to create colonial empires at the end of the nineteenth century. Students are introduced to five different types of motives for empire building—political, economic, exploratory, religious, and ideological. Then, students examine 15 written and visual artifacts—such as a quote from explorer Henry Stanley and a view of diamond-mining in South Africa—to analyze which motives for imperialism each artifact reveals. Pairs describe what they see in the placard, draw the symbol for each motive shown, and then write a brief explanation of why they chose the motive(s) they did. Afterward, students see the results of imperial motives as they examine a slide of European colonial empires in about 1914.



Procedures at a Glance

Before class, divide your students into mixed-ability pairs. Explain to students that they will be analyzing 15 written and visual artifacts depicting European motives for empire building in the late nineteenth century. Pass out **Student Handout 3.2A** and introduce students to the five major categories of imperial motives. Have them design a symbol to represent each motive. Then, give each pair a placard to examine, and have them determine which motives it reveals. Have pairs describe what they see, draw their symbol for each motive shown, and then write a brief explanation of why they chose the motive(s) they did. When pairs finish with a placard, review their work and give them a new placard. Continue this until all pairs have analyzed most of the placards. Use Slides 3.2A through 3.2O to review all the placards with the class. Finally, use Slide 3.2P to connect European imperial motives to the map of colonial empires in 1914.

Procedures in Detail

1. In this activity students are exposed to various motives behind the European drive to create colonial empires at the end of the nineteenth century by examining written and visual artifacts that reveal European perspectives. (**Note:** The artifacts students will examine contain historical primary-source writings and illustrations from the age of imperialism. While they reveal motives for colonialism, let students know that some of these historical documents contain racist depictions.)
2. Before class, divide your students into mixed-ability pairs. Prepare an overhead transparency that shows students who their partners are and how to arrange their desks. Project the overhead, and ask students to move into their correct places.
3. Pass out **Student Handout 3.2A: Analyzing Imperial Motives**. To prepare students to analyze the motives for imperialism, review the major categories of motives and their descriptions listed at the top of **Student Handout 3.2A**. Point out that some motives—like ideological and religious ones—have similar elements and thus when students examine the artifacts they will likely see more than one type of motive reflected.
4. Once students understand the kinds of motives each category represents, have pairs design a simple visual symbol to represent each category. For example, students might draw bags of gold to represent economic motives. Have students draw their symbol for each category of motives in the space provided on **Student Handout 3.2A**.
5. Pass out **Placards 3.2A** through **3.2O** so that each pair has a different placard. Tell pairs to examine the artifact on the placard carefully and to answer the questions on **Student Handout 3.2A**. First, have them describe what they see. Then, have pairs analyze which categories of motives—economic, political, religious, exploratory, and ideological—are shown in the placard. For example, students working on **Placard 3.2A**, which shows open-shaft diamond mining in South Africa, might determine that it shows economic motives. Have students draw their symbol for an economic motive and then explain their choice in the “Why We Chose This Motive(s)” column of the matrix. Such an explanation might read, “This placard shows Europeans overseeing African workers as they mine a natural resource.” If pairs determine that a placard also reveals other motives, students should repeat the process for those imperial motives. Before students begin, you may want to demonstrate this process once with the class.

6. When each pair of students has finished with a placard, have one partner bring the placard and **Student Handout 3.2A** to you. Check the symbol and explanations for accuracy (use the **Teacher's Guide** to see whether students determined the correct motives) and thoroughness. If students' answers are satisfactory, award them points (optionally) and give them a new placard. Continue this procedure until most pairs have had a chance to examine most of the placards.
7. At the end of the activity, tell pairs that the placard on which they are currently working is the one they will present to the class. Give them a few extra minutes to make sure they thoroughly understand the motives shown. Project Slide 3.2A. Ask the pair working on it to come forward and display and/or describe their symbol for each imperial motive shown and give a brief summary of their explanation. Repeat this for Slides 3.2B through 3.2O.

Wrap Up

1. Project Slide 3.2P, which shows a map of European countries and their colonial empires in about 1914. Have students examine the slide carefully and respond to the following questions: **What do you see in this map? How was the non-European world affected by European imperialism? Which European countries appear to control the largest empires? Which European countries control few or no colonies? What might be the result of the unequal possession of colonies?** Explain that the map shows the result of the European age of imperialism. Review the following points about the drive to establish empires:

Though colonial empires dated back hundreds of years, the rapid drive for colonies at the end of the nineteenth century led Europe to gain political control of most of Asia and Africa. Between 1880 and 1914, European nations scrambled to divide among themselves virtually the entire continent of Africa, except Liberia and Ethiopia. Once European nations carved up empires, they quickly set up colonial governments to rule them and systems to make them profitable.

*European imperialism brought modern inventions and techniques of the Industrial Revolution to the non-European world. But, to peoples in Africa and Asia, Western expansion represented a profoundly disruptive assault. Imperialist nations relied on force to conquer and rule, and treated non-Western peoples as racial inferiors. Further, European domination often destroyed traditional economies and traditional ways of life. By the early 1900s, leaders in colonial territories such as Africa began to organize nationalist movements aimed at ending colonial rule. A majority of nations colonized during the late 1900s gained their independence from European rule after World War II. (Note: Colonial-independence movements are included in these units from TCI's High School Modern World History Program: *Modern Asia*, *Modern Africa*, *Modern Latin America*, and *The Modern Middle East*.)*



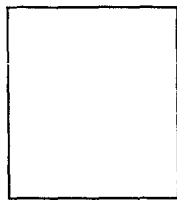
Idea for Student Response: Have students make a spectrum on the left side of their notebooks that ranges from “Most Praiseworthy Motive” to “Least Praiseworthy Motive.” Have students work in groups of four to discuss to what extent each of the five motives was praiseworthy. Afterward, have students record their responses—which may differ from the responses of their group members—on their spectrum with a one-sentence justification for each placement. Expect student responses to vary. Encourage them to use the evidence they recorded on **Student Handout 3.2A**.

Teacher’s Guide

- **Placard 3.2A:** Open-shaft diamond mining at Kimberley, South Africa, in 1872
Imperial motives students might see here are economic (African labor, exploiting natural resources for profit) and ideological (Europeans treating Africans as inferior).
- **Placard 3.2B:** A Methodist Sunday School at Guiongua, Angola, in 1925
Imperial motives students might see here are religious (Europeans spreading Christian values and education) and ideological (teaching European customs and beliefs).
- **Placard 3.2C:** Germans taking possession of Cameroon in 1881
Imperial motives students might see here are political (flag shows national identity or desire to possess new territory, European and African leaders meeting, European military presence) and exploratory (exploring foreign lands).
- **Placard 3.2D:** Quote from explorer Henry Stanley in 1882
An imperial motive students might see here is ideological (belief in superiority of Europeans or that Europeans should “civilize” Africa).
- **Placard 3.2E:** Africans bringing ivory to the wagons in South Africa, c. 1860
An imperial motive students might see here is economic (collecting African resources).
- **Placard 3.2F:** Sketch map of Central Africa, showing Dr. Livingstone’s exploration
An imperial motive students might see here is exploratory (interest in unexplored territories, mapping geographic features of Africa).
- **Placard 3.2G:** An advertisement for Pears’ Soap from the 1890s, and one stanza of the British poet Rudyard Kipling’s poem, *The White Man’s Burden*, written in 1899
Imperial motives students might see here are ideological (belief in European superiority, need to “civilize” captive peoples, need to cleanse “dark corners of earth”) and economic (boats transporting goods to colonies, advertisement to sell a product).
- **Placard 3.2H:** Mrs. Maria C. Douglas, doctor and missionary, and the first class of pupil nurses in Burma, in 1888
Imperial motives students might see here are ideological (teaching European values) and religious (educating people of other cultures).

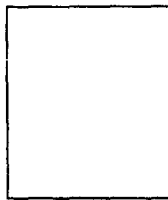
- **Placard 3.2I:** British cartoon showing the Chinese being savaged by European powers, and the poem *The Partition of China*, 1897
Imperial motives students might see here are political (Europeans depicted as animals competing for piece of China), economic (desire to trade in China to make cash), religious (Chinese depicted as heathen, calls on Christian duty to preach in China), and ideological (belief that foreigners should be “civilized” by Europeans).
- **Placard 3.2J:** Bagged groundnuts in pyramid stacks in West Africa
An imperial motive students might see here is economic (Africans transporting indigenous goods).
- **Placard 3.2K:** French capture of the citadel of Saigon, Vietnam
An imperial motive students might see here is political (exerting military force, battling for possession of territory, carrying flags to establish political control).
- **Placard 3.2L:** British Lipton Tea advertisement in the 1890s
Imperial motives students might see here are economic (goods from Ceylon transported to London, use of indigenous labor and resources, exportation of industrial technology) and political (gaining national prestige through international trade).
- **Placard 3.2M:** British cartoon “The Rhodes Colossus,” showing Cecil Rhodes’ vision of making Africa “all British from Cape to Cairo,” 1892
Imperial motives students might see here are political (desire to control African territory, desire to boost national pride and gain power by winning colonies, desire to have military presence) and exploratory (exploring or venturing into unknown territory).
- **Placard 3.2N:** Epitaph and quote from missionary and explorer David Livingstone
 The epitaph reads:
 Brought by faithful hands over land and sea, Here rests David Livingstone, Missionary, Traveller, Philanthropist. Born March 19, 1813, at Blantyre, Lanarkshire. Died May 1, 1873, at Chitambo’s Village, Ulala. For 30 years his life was spent in an unwearied effort to evangelize the native races, to explore the undiscovered secrets, to abolish the desolating slave trade, of Central Africa, where with his last words he wrote, “All I can add in my solitude, is, May the Heaven’s rich blessing come down on everyone, American, English, or Turk, who will help to heal this open sore of the world.”
Imperial motives students might see here are religious (missionary who spreads his faith, desire to abolish the slave trade) and exploratory (traveled to discover secrets of Africa).
- **Placard 3.2O:** An imperial yacht passing through the Suez Canal in Egypt at the opening of the canal in 1870
Imperial motives students might see here are economic (exportation of transportation methods to improve trade) and political (boosting national pride and prestige by controlling foreign territories).

Analyzing Imperial Motives



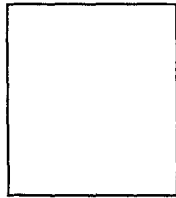
Your Symbol

ECONOMIC motives included the desire to **make money**, to expand and **control** foreign **trade**, to create **new markets** for products, to acquire **raw materials** and cheap **labor**, to compete for **investments** and resources, and to **export** industrial **technology** and transportation methods.



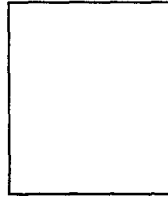
Your Symbol

EXPLORATORY motives were based on the desire to **explore** “**unknown**” or uncharted territory, to conduct **scientific research**, to conduct **medical searches** for the causes and treatment of diseases, to go on an **adventure**, and to **investigate** “unknown” lands and **cultures**.



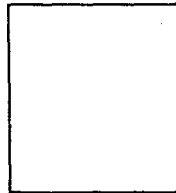
Your Symbol

POLITICAL motives were based on a nation’s desire to **gain power**, to **compete** with other European countries, to **expand territory**, to exercise **military force**, to gain **prestige** by **winning colonies**, and to boost **national pride** and **security**.



Your Symbol

IDEOLOGICAL motives were based on **cultural values** such as the belief that the **white race** was **superior**, **other** cultures were “**primitive**,” Europeans **should** “**civilize**” peoples in other parts of the world, great **nations** should **have empires**, and only the **strongest** nations will **survive**.



Your Symbol

RELIGIOUS motives included the desire to **spread Christianity**, to **protect** European missionaries in other lands, to **spread** European **values** and **moral beliefs**, to **educate** peoples of other cultures, and to **end slave trade** in Africa.

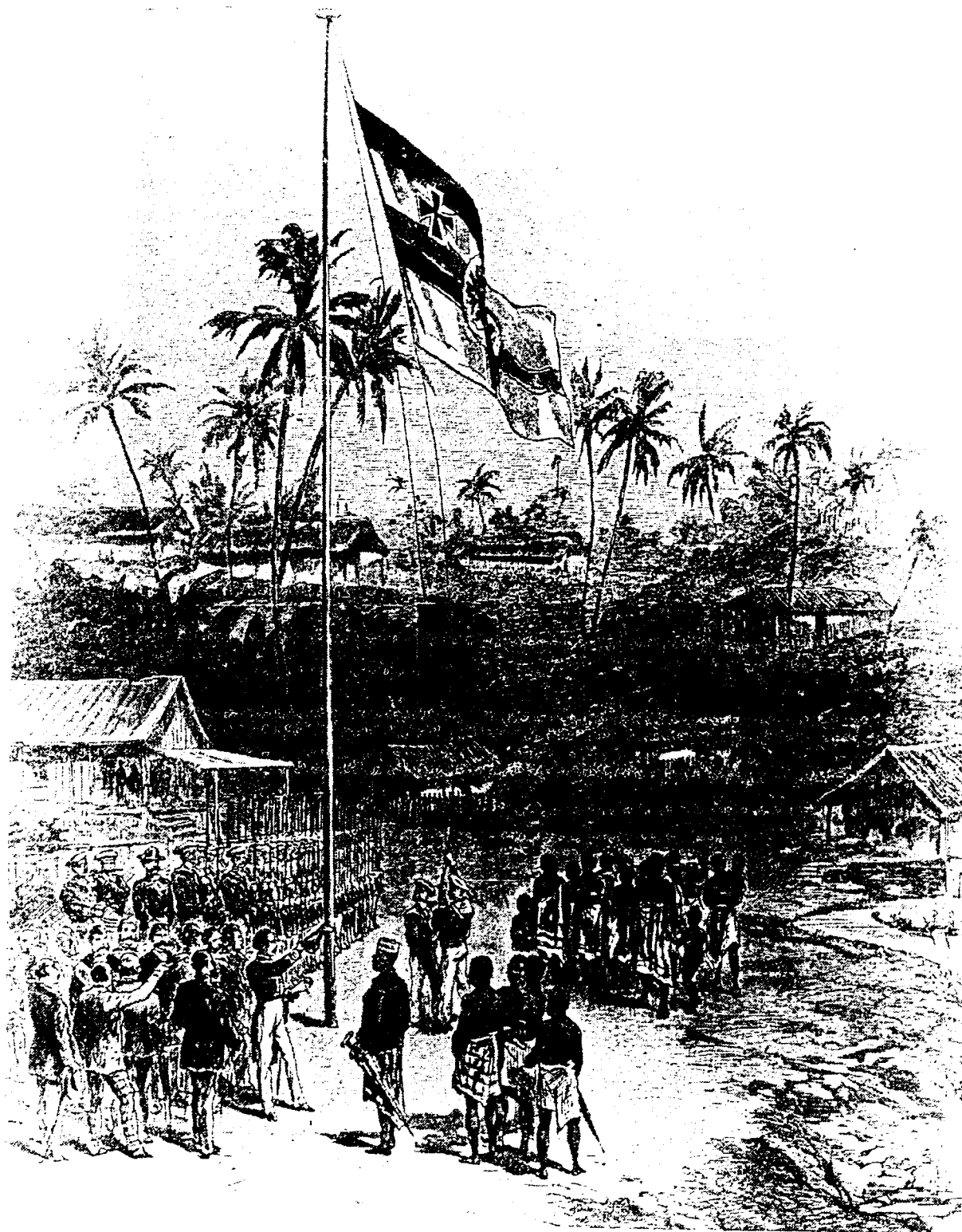
Placard	Describe What You See	Symbol of Motive(s)	Why You Chose This Motive(s)
A			
B			
C			

Placard	Describe What You See	Symbol of Motive(s)	Why You Chose This Motive(s)
J			
K			
L			
M			
N			
O			



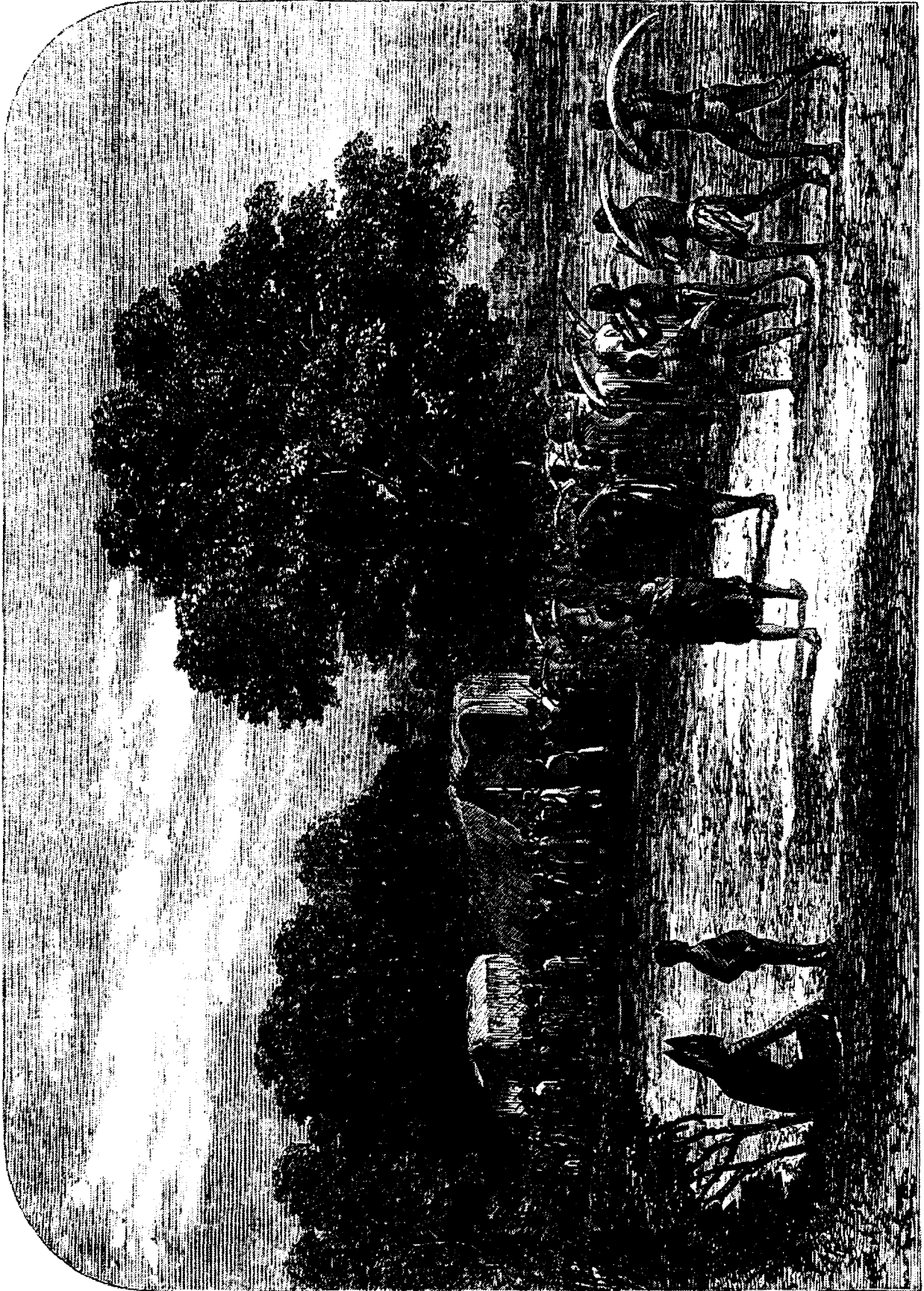


Placard 3.2B

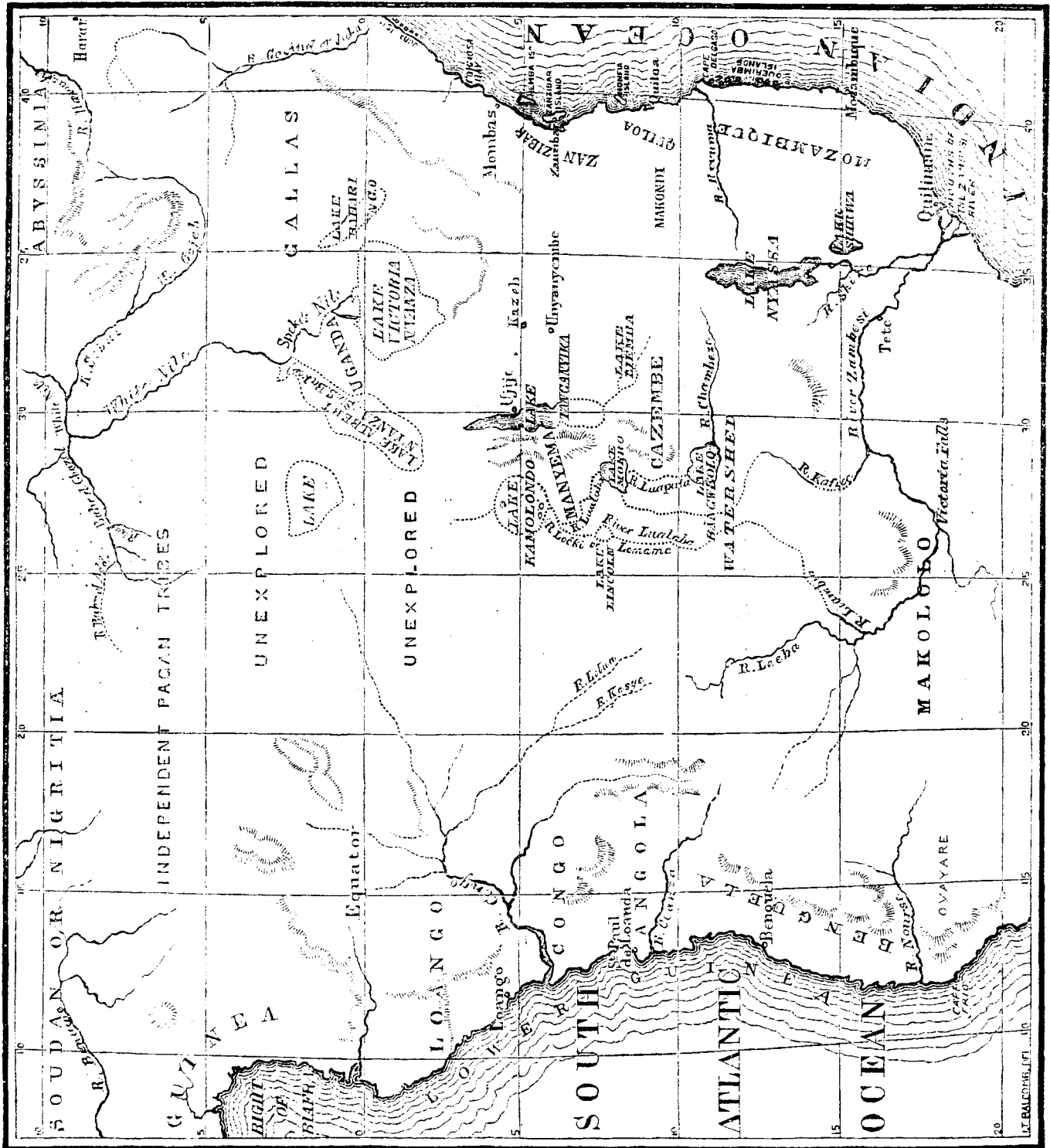


As yet the Congo basin is a blank, a fruitless waste, a desolate and unproductive area.... It has been our purpose to fill this blank with life, to redeem this waste, to plant and sow that the dark man may gather, to vivify the wide, wild lands so long forgotten by Europe. But cursed be he or they who, animated by causeless jealousy and a spirit of mischief, will compel us to fire our station, destroy our work so conspicuously begun, and abandon Africa to its pristine helplessness and savagery.

—Henry Stanley, 1882



BRINGING IVORY TO THE WAGGONS IN SOUTH AFRICA.



Excerpt from *The White Man's Burden*

Take up the White Man's Burden—
 Send forth the best ye breed—
 Go bind your sons to exile—
 To serve your captives' need;
 To wait in heavy harness,
 On fluttered fold and wild—
 Your new-caught, sullen peoples,
 Half-devil and half-child.

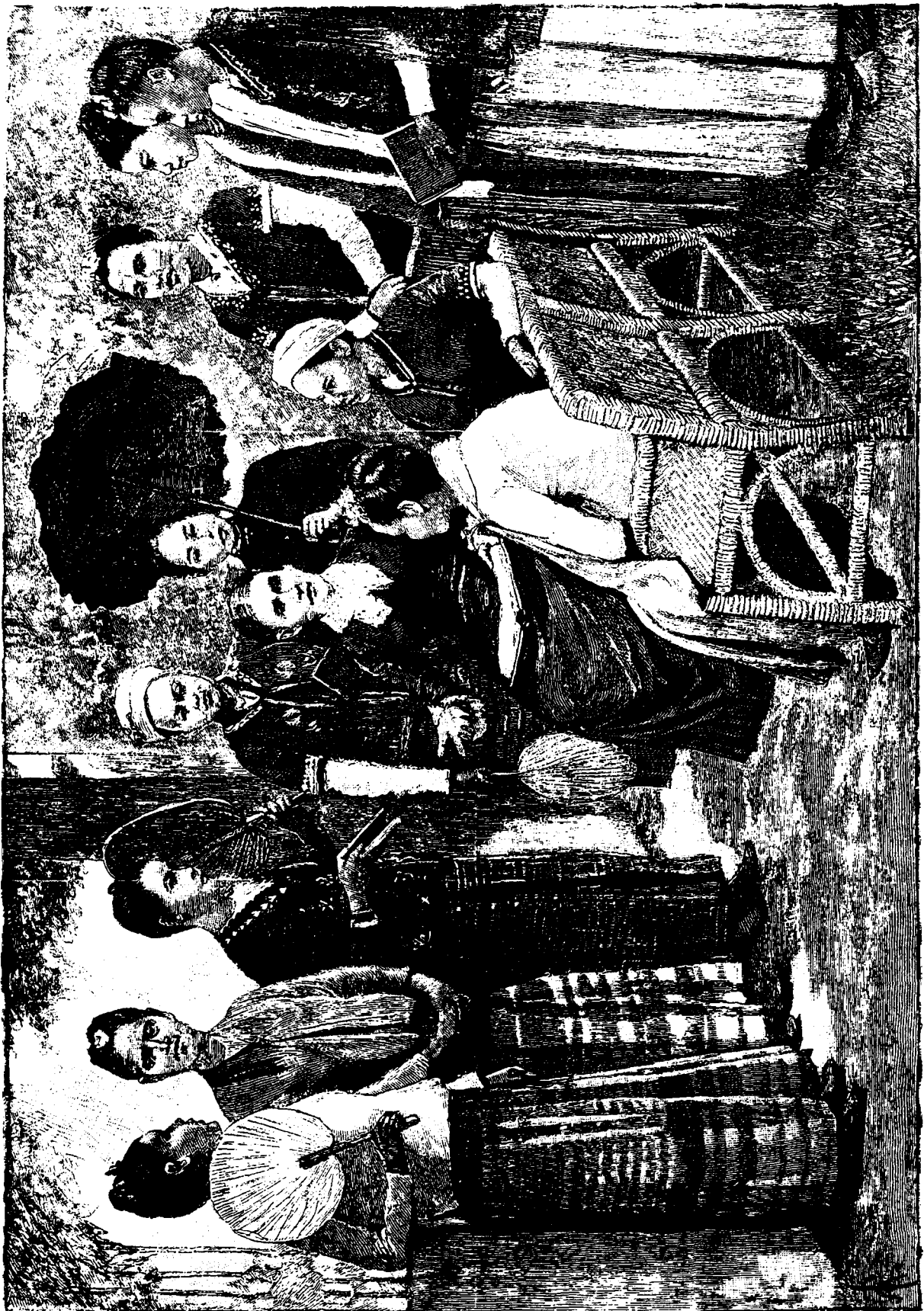
—Rudyard Kipling, 1899



The first step towards lightening
 The White Man's Burden
 is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.



MRS. MARIA C. DOUGLASS, M.D., AND THE FIRST CLASS OF PUPIL NURSES IN BARMAH.

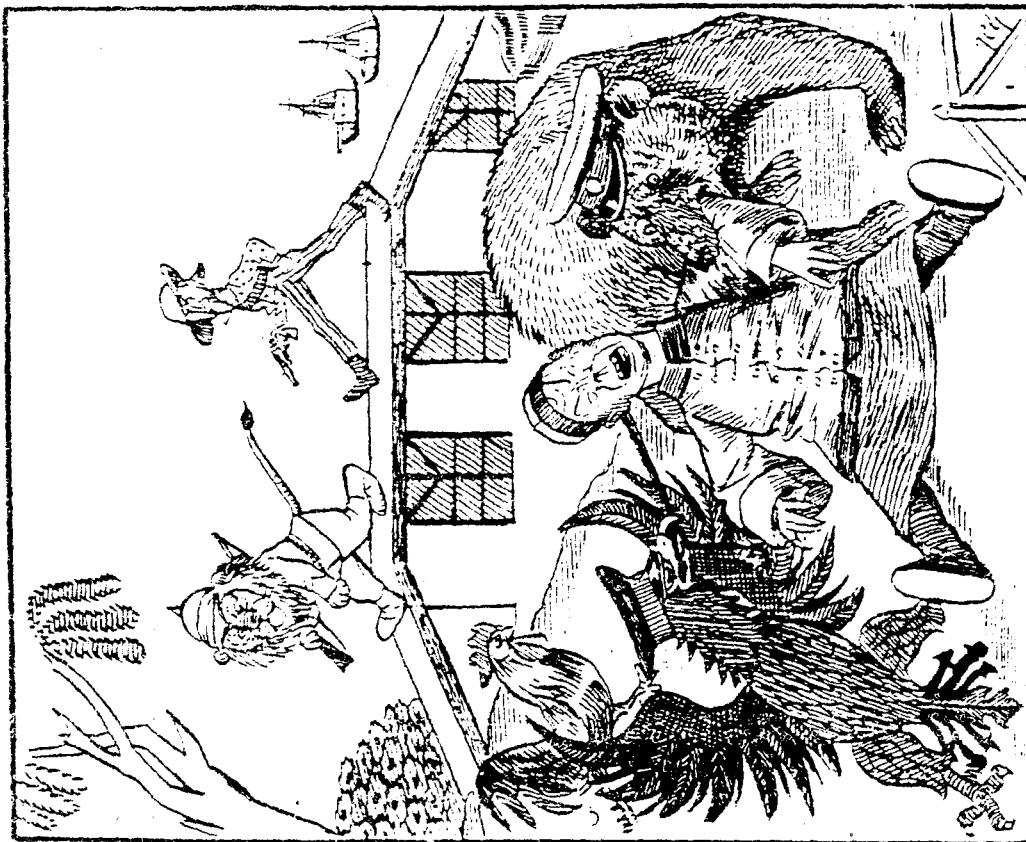
E

The Partition of China

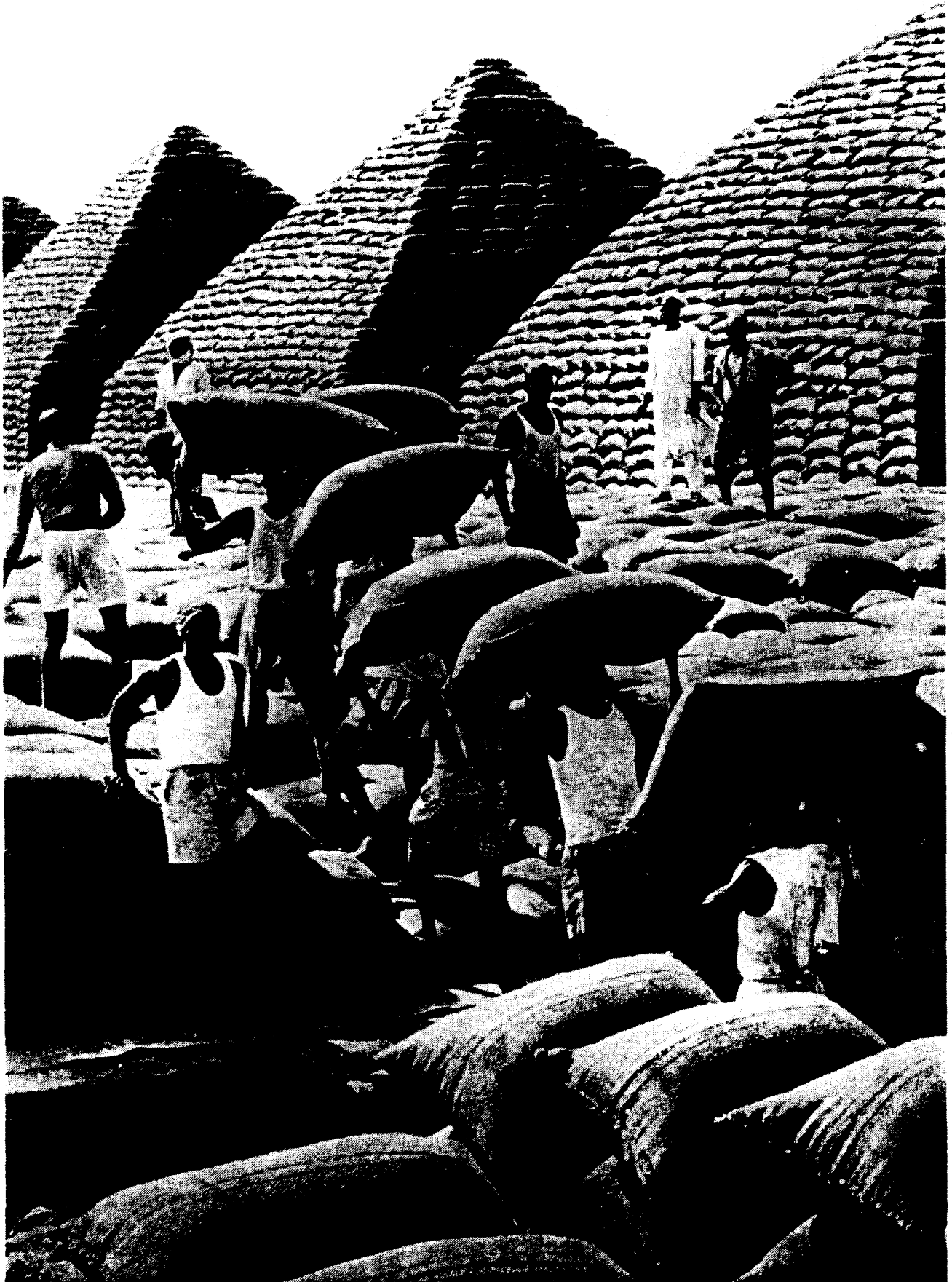
THE Heathen Chinee! The Heathen Chinee!
What a chance for Christian Expansion is he.
Then Ho! for the Flowery Land of the East,
Like vultures we'll swoop on the promising feast.
Commission your Navies, ye Nations so free,
To bear the true light to the Heathen Chinee.

If Russia 'makes converts,' it's perfectly clear
We need for 'converting' a well-defined sphere;
If Germany's 'missions' hold meetings for prayer,
So Christian a work 'tis our duty to share.
Incidentally, too, there is cash to be made;
There's naught like Religion to stimulate Trade.

Then come all ye Teachers and Preachers and Fighters,
Backed up by the Press and its wonderful writers,
Let's give to this darkened and downtrodden nation
A touch of the blessings of Civilisation.
And our Christian 'Maxims' will work, you will see,
A change for the good in that Heathen Chinee.



'The Heathen Chinee! The Heathen Chinee!'





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THE RHODES COLOSSUS

[illegible]

12. In 1968, the defendant began a process to strip the names of families from the list, then erasing the names from the list and the names of the families from the list.